



IMPROVING THE SPEECH SKILLS OF STUDENTS OF NON PHILOLOGICAL AREAS OF EDUCATION IN THE CONTEXT OF SOCIO- CULTURAL COMPETENCE

Ilhamova Iroda Nuritdinovna

Head of the Department of Foreign Languages in Specific and
Natural Areas, Tashkent State Pedagogical University

Abstract

The professional development of future specialists has to meet global and domestic standards. Cultural competence is essential for future professionals as it makes it easier to collaborate with foreign professionals, improve their competitiveness in the world labor market and increase the specialist's ability to solve professional challenges. The study attempts to answer the questions about the importance of cultural competence development of non-philological students in the process of studying a foreign language and methodological approaches used in this process. The aim of the paper is to present the model of cultural competence formation of future non-philological specialties experts at the foreign languages classes and determine its main components and formation conditions. The study investigates how cultural competence development changes the value-based attitude towards future professional activity and promotes the interest in learning, personal and professional enrichment. The research used conscious-comparative, audiolingual, and role-play methods. The study of the results, based on four criteria (cognitive, moral-axiological, communicative, cultural), showed that learners started to understand the necessity of cultural enrichment of disciplines. The research proved that the implementation of the given technique resulted in the improvement of students' learning and cognitive activity and enhancement of the general level of training. The paper gives some recommendations for language teachers to organize the process of learning a language on a cultural basis.

Keywords: Competence approach, cultural competence, cultural component, foreign language, non-philological students, professional development, quality of training, speech skills

Introduction

Intensification of globalization processes at the beginning of the XXI century, mutual influence, and interaction of different cultural communities made intercultural communication an integral part of the harmonious existence of organizations, establishments, and individuals. The changes faced by modern society trigger cultural





transformation (relationship between people, formation of new cultural values and norms, etc.). Nowadays, according to the requirements of the specialists' quality of training, professional education trains specialists taking into account competence, humanistic and cultural aspects. Economic, political, scientific, social interaction between countries requires a great number of effort. Therefore, in the view of the world-leading organizations, the crucial tasks of education are: to facilitate learning of other nations' language, culture, history, improvement of mutual understanding and cultural interaction (The Council of Europe Contribution, 2019); to focus on educational process on the development of mutual respect, tolerance, friendship among nations, racial and religious groups and peacekeeping (UNESCO Guidelines on Intercultural Education, 2006); to overcome communication barriers, to turn cultural and language diversity from communication obstacles into a source of cross-fertilization and mutual understanding.

The necessity to correspond current requirements in the sphere of intercultural communication and collaboration emphasizes the importance of developing the standards of higher education and put in place a system of professional training that correlates to European demands for higher education.

The analysis of adopted standards of higher education for different specialties proves that the ability to use foreign languages to solve communicative tasks in different spheres of activity, ability to keep and multiply moral, cultural, scientific values, and society's achievements are among the key features of a specialist.

World and domestic standards of higher education facilitate changes in the professional training of non-philological specialties students. Needless to say that nowadays, the development of professional and general culture, soft skills, communicative skills, intercultural knowledge is as important as hard skills development. So, the aim of professional training is to prepare a person for professional activity in a specific area of industry and for harmonious interaction in a multicultural world as well.

The world's population is multinational, so it is vital to develop cultural components in education to improve mutual understanding. Current globalization processes in society amid the mass media extension where emotions prevail over the sense, situational knowledge over logical one, behavioral skills over intelligent conscious behavior, have resulted in changes in thinking and the system of values became the reason of culture isolation from professional activities. The researchers put emphasis upon the necessity to expand the cultural component in education, to construct the educational process on the basis of human values.





The professional development of future specialists has to meet global and domestic standards. The ability to collaborate with specialists from other countries, be competitive in the world labor market, solve professional challenges is significant for future professionals. Therefore, the development of cultural competence in the process of learning foreign languages is essential. The aim of the paper is to present the model of cultural competence formation of future nonphilological specialties experts at the foreign languages classes and determine its main components and formation conditions.

To identify the problem and find a solution to it, the current study attempted to answer the following questions:

1. What are the main methodological approaches used in the professional development of non-philological specialties students in the process of studying a foreign language?
2. Why is it essential to develop the cultural competence of non-philological students while learning a foreign language?

The objectives of the research are the following: to analyze the essence of the term “cultural competence”, characterize its key components, analyze the factors which affect the formation of cultural competence, to develop and test the effectiveness of the cultural competence formation technique.

Criteria, Parameters and Indicators of Cultural Competence

To define the components of the cultural competence of non-philological specialties students in the process of studying foreign language criteria, parameters and indicators were used.

The criteria of the cognitive component comprise the following parameters: skills in searching, processing, and analyzing the information from different sources; creative use of the information with respect to cultural aspects of the professional situation, ability to self-education and self-development, understanding the value of professional and cultural knowledge in professional activity. The indicators of the cognitive component involve: ability to use information from the Internet resources; to process different literature resources; to use computer technology for information processing; to use cultural information creatively in the context of professional training; to create a cultural-based product of the professional activity; to search information for improving one’s personal level and level of professional and cultural skills; attitude to templates in professional activity.





The culture of social adaptation and regulation, managerial culture and culture of interpersonal interaction are criteria of the moral-axiological component. Among the parameters of moral-axiological component of the cultural competence are attitude to different styles of organization, management, and leadership, ability to form a friendly socio-psychological environment among the staff to solve professional tasks effectively, behavioral, emotional, and communicative components. The indicators of the moral-axiological component are the following abilities: to identify the main goals of business activity, to interact within the group, to determine the success criteria, to facilitate the self-development of others, to apply a creative approach to solve unusual tasks, to cultivate the relationship.

Among the criteria of communicative component, the culture of business interaction and information culture were determined. The following parameters have been determined within the communicative component: readiness to communicate, communicative tolerance, language and speech skills, non-verbal behavior, ability to improve the language level, ability to accumulate and share the professional and socio-cultural experience. The key indicators of the communicative component are: understanding other cultures, tolerance to any partners in any situations, ability to use information resources effectively, demonstrating the knowledge of a language and other communicative systems during the process of communication, and understanding that language is crucial for professional development.

The culture of international communication and understanding of the linguistic view of the world is the criteria of the cultural component. Its parameters are: the development of the value attitude to the representatives of other cultures, knowledge of physiological, psychological, and social features of interlocutors, positive attitude towards the cultural values and norms of different nations, respectful attitude towards history, culture, and values of other people. The indicators of the cultural component are: knowledge of native and other cultures, understanding of the potential of language in the process of intercultural communication to achieve the results; ability to analyze the differences of culture-specific words of foreign and native languages, ability to compose sentences using idioms and proverbs.

Creating the model the following principles have been taken into account: communicative (creation of situations of real communication, development of a social, educational, cognitive, professional, and moral relationship and transformation of formed skills to life), professionally-oriented (development of successful professional communication skills), domination of problematic cultural tasks (use of knowledge of native and foreign languages to prevent cultural conflicts





during the communication process with unknown culture). The experimental technology involved the gradual formation of cultural competence.

Findings

The research paper shows that there is a lack of understanding of the cultural influence on professional development. So, the given model of the cultural competence of students of nonphilological specialties has become methodological guidance both in the process of students' professional training aiming at outcomes of learning and in the process of diagnostics of students' readiness to the implementation cultural competence into the professional activity. During the experiment students' cultural dimension has changed. They indicated the need for the cultural enrichment of the material of philological disciplines and professional subjects as well. Cultural enrichment has contributed to the development of positive motivation to the development of cultural competence and has become the basis of value-based attitude towards future professional activity and made the understanding of culture deeper.

Discussion

The study aimed to determine the main components and formation conditions of cultural competence, promote the interest in learning, personal and professional enrichment. The analysis of the results, based on four criteria (cognitive, moral-axiological, communicative, cultural), demonstrated the following outcomes: learners have started to understand the necessity of cultural enrichment of disciplines; it has increased the perception of other culture and language as well; learning the language on cultural basis develops skills which are in demand in the professional activity; the necessity to integrate professional knowledge with cultural ones.

The research defined the main components of cultural competence during the professional training of students: cognitive (represents the culture of understanding and representation of the world); moral-axiological (based on the culture of social organization and regulations, managerial culture, culture of interpersonal interaction); communicative (involves the culture of the business relationship, developed information culture to use it during the professional activities); cultural (comprises the understanding of the importance of the language as a cultural code of a nation). The findings correlate with that of Fedortsova.





The study findings consistent with the ideas of Liddicoat & Scrino that the cultural development of future specialists during the language learning increases their mobility and competitiveness on the labour market as well.

The study shows that the development of cultural competence during language learning forms positive motivation improves intellectual and professional qualities; enriches students' experience in the practice of resolving professional problems in accordance with their own and social-cultural needs; develops skills of intercultural interaction for the effective implementation of tolerant communication in professional activities.

Conclusion

The study aimed to examine how the development of cultural components in the process of learning language affects the formation of professional qualities. The research defined the model of cultural competence formation of non-philological specialties based on the cultural approach which involves the integration of professional knowledge with cultural ones, understanding of professional activity as a cultural product and the acknowledgment of the formation of the man of culture as a final result of the learning process. The development of all components (cognitive, moral-axiological, communicative, cultural) promoted the ability to interact with the representatives of other cultures; prevent conflicts in the interpersonal and professional fields; understand the equality of cultures; determine the success or failure of a communication act. The obtained results make it possible to state that the proposed model of the formation of cultural competence of the students of non-philological specialties and the technique developed on its basis certify its effectiveness. It proved the possibility to improve professional skills which are necessary for future specialists by means of culture.

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